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Manuscripts

Go West!

Dear Editor:

... There is another point I would like to mention. All the members of the Executive Council are from the EAST. I heard several criticisms of that point at our last two meetings. Moreover, the Hospitals have no representation, yet we are trying to secure new members and develop a worthwhile program. Is there any way of altering this situation?

SISTER MARY GERMAINE
St. John's Hospital
Tulsa, Oklahoma

Correction.

Dear Editor:

At the request of the Executive Board of the Greater St. Louis Unit I am writing to comment on the following sentence on page six of the October issue of the CATHOLIC LIBRARY WORLD: "St. Paul and Milwaukee were the possible choices since the only other midwestern city that had been previously proposed, St. Louis, had turned it down."

While aware that you were trying to be concise, the board members think, as I do, that the bare phrase "turned it down" conveys unfavorable connotations and does not accurately express our attitude. In my letter of March 21, 1954 I wrote as follows: "The group voted to postpone an invitation to the national organization until the completion of the planned Pius XII Library at St. Louis University. . . ."

Other valid reasons for postponing the invitation were presented in my letter. Past conferences were held in St. Louis in 1936 and 1946 and I trust that we shall not for long be found wanting in further hospitality toward the national organization.

BRO. ARTHUR L. GOERDT, S.M.
Greater St. Louis Unit
St. Louis, Missouri

Helpful.

Dear Editor:

... Last year we had a notable response from the publicity given to Catholic Book

Week. We were able to supply the books recommended. Also much interest was shown in the reading lists that were posted in the library.

MRS. F. F. DISSAUER
The Euclid Public Library
Euclid, Ohio

Pleased.

Dear Editor:

For years now the CLW has carried an ad for *Gladys Foreman's Easy to Read Catalog*. Result has been the warmest and most cordial contacts both in the United States and in Canada. The librarians who have become friends and customers as the months went by have been remarkably pleasant to do business with, reasonable in their requests, prompt in their payments, unusually appreciative of any special services rendered. Also the quality of the books ordered has been decidedly above the general level. So our little ad, timidly and tentatively placed, has been a cause of great Thanksgiving down through the years.

GLADYS FOREMAN
Los Angeles, California

Astonished.

Dear Editor:

I share the astonishment of your correspondent, Clara C. Glenn, whose letter on the article "Exceptions to the Catalog" appears in the October CATHOLIC LIBRARY WORLD.

In my opinion, however, a list of the objectionable books included in the Wilson Catalog is desirable. It would save time for librarians, but it should, as Miss Glenn suggests, "be based on criteria carefully defined . . . and on decisions which shall have been carefully reviewed . . ." In addition, I would suggest that the reason for condemnation should be given in a brief phrase or sentence. This is neatly done by *Best Sellers*.

Mr. Hurley's opinions were certainly not shared by some of the reviewers of books on his list—Catholic reviewers, I mean. Some of the books I have read myself, and I have not, in spite of the article on "Exceptions", felt constrained to remove them from the shelves of the High School library. Ten or twelve of the books listed are still on the the open access shelves.

A PRIEST LIBRARIAN
(NAME WITHHELD)

CATHOLIC LIBRARY WORLD

The Catholic Library World

Official Journal of the CATHOLIC LIBRARY ASSOCIATION

Volume 26

December, 1954

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CATHOLIC LIBRARY ASSOCIATION

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Indexed in The Catholic Periodical Index and Library Literature

From the Editor's Desk

The latest check list for the Wilson *International Index* is a revelation of how well the secular libraries of the country can get along without Catholic periodicals. The *Index* purports to analyze only those periodicals requested by its subscribers. Catholic libraries, and some university and public libraries of course subscribe to the *Catholic Periodical Index*. But how can those who do not subscribe to *CPI* get along without an index to *Downside Review*, *Catholic Biblical Quarterly*, *Modern Schoolman*, *New Scholasticism*, *Thought*, *Theological Studies*, *Theology Digest*, *Medieval Studies*, and *Thomist*? Perhaps these periodicals are not well enough known to secular librarians, or perhaps there is no treatment of the Catholic view in the philosophy and literature courses of secular colleges and universities. Whatever the reason, the philosophy and religion sections of the *International Index* are far out of balance, since the titles listed scarcely represent the Catholic view, which, right or wrong, is certainly something to contend with.

The principle underlying the moral censorship of books is clear and immutable: unnecessary, proximate occasions of sin must be avoided. Just as a man may not expose himself to physical mutilation or death without a commensurate reason, so one may not expose himself to occasions of spiritual destruction without sufficient reason. The Church, in her official proscriptions of reading matter, labels certain books as dangerous to the faith and morals of the average man, and she imposes a penalty on whomever would expose himself to that danger without her permission.

The principle is clear and among Catholics, at least, uncontroverted. It is the application that causes the trouble, for there is frequently disagreement even among theologians on whether a specific title falls under the ban of one of the twelve categories of prohibited books (we are prescinding here from books listed in *Index Librorum Prohibitorum*).

It is not unusual, then, that non-theologians both clerical and lay, should disagree on the suitability of a particular title for a particular reader group. In this issue, Clara Glenn takes issue with Richard Hurley on a list of books he found objectionable for

high school students. Mr. Hurley promises to reply to Miss Glenn's arguments in a later issue. The very existence of such a controversy might amaze some who have grown to believe that no differences of opinion are permitted Catholics in this area. CLW does not necessarily make the opinion of either side its own, but welcomes the opportunity to present an intelligent discussion of a subject that disturbs many.

—ALA has just announced the increase in the price of *Subscription Books Bulletin* to \$3.00 after January 1st.

—Miss Margaret Mealey, Executive Secretary of the National Council of Catholic Women, will devote a page of the December issue of her *Monthly Message* to Catholic Book Week (Feb. 20-26, 1955). Order blanks for CBW material will also be enclosed in the same issue which will be mailed to 13,000 members. CLA is deeply grateful to the NCCW for their generous cooperation, for, when it comes to getting CBW material into libraries, it is the women who can do it. The letter from a public library in this issue is an indication of the receptiveness of public librarians, if they only know of the availability of Catholic book lists.

—Librarians are like people in one respect at least, they are subject to conflicting advertising claims. Recently Cambridge University Press stated in a press release that they were prepared to guarantee that librarians would save money buying their books through U.S. dealers rather than directly from England. Last month Robert Bently, Inc., a Massachusetts firm, advertised that it can save you money because it imports directly from England. Stechert-Hafner, Inc., a New York firm, has just announced that it is now converting English shillings at 14¢ instead of 15¢ as theretofore. This may indicate that the importer is meeting stiff competition from American agents for British books.

—We regret that illness has prevented Mrs. Mildred Ludecke from taking over editorship of *Young People's Column*. We pray for her complete and speedy recovery.

—We welcome fine photographs for our front covers. The photos cannot be returned, whether used or not. We require 8x10 glossy prints of high technical excellence. The subject can be anything that has to do with Catholic reading or librarianship.

A High School Librarian's Approach to Censorship

A librarian who knows her readers is a good substitute for most censorship writes the librarian at St. Thomas Military Academy, St. Paul, Minn.

Clara C. Glenn

I suppose the reverent ceremony attending the visit of a bishop to a convent school helps to impress on the minds of the pupils there the remarks of the illustrious visitor. In any case, I know that I have continued to recall through the years a remark which Bishop James McGolrick made on such an occasion when I was in school.

The wisdom and kindness of that remark served to mitigate for me in later years the distress caused by many a harshly bigoted or suavely insulting passage in my reading, and they helped also, I believe, to pry open in my mind doors of understanding, so that it became my habit to allow for prejudice, to try to find cause for it, and to "overlook" it in the best sense of that term. "You have to overlook prejudice in literature," was the Bishop's remark to us, as he relaxed to talk to us about the books that we were reading, and the books that he liked. And what was his favorite novel? He asked us to guess. It was *Lorna Doone*.

The incident came to my mind again when I saw *Lorna Doone* among the titles listed as unsuitable for high school libraries by Richard Hurley in the March, 1954, CATHOLIC LIBRARY WORLD. It is a most surprising list, and I cite the Bishop, not merely in an effort to re-establish one title in it, but in order to question the criteria and the educational principles underlying the whole list.

What can be the objection to *Lorna*

Doone? Is it that Catholics in the book are Papists, and that Papists—not merely the Doones—are outlaws and half-alien, and that Papist Lorna changes her religion easily upon mild persuasion by the respectable and God-fearing English, i.e., Protestants? These are the prejudices of hero and narrator John Ridd, and most probably too of author, Richard Blackmore. They need not have been the author's prejudices, however, for any author writing truly of a Protestant farmer of Devon in the late 17th century must have made his hero think thus of Catholics and their religion. And how can the knowledge of these prejudices of 17th century English farmers and 19th century English authors be injurious to a boy or girl in a Catholic high school in 20th century America? Must our students obtain their only knowledge of history from a discussion in a text-book, or inside it either? For the prejudice of non-Catholics was part of the culture in which their Catholic forebearers lived.

As for the book in question, the element of prejudice is negligible in the story, the change of religious faith of the heroine is treated briefly, there is no argument against the Faith, nothing that could cause a mental difficulty to a young reader. I believe that to call this book unsuitable is most unreasonable.

The element of anti-Catholic bias is not negligible in another title on the list, Kingsley's *Westward Ho*. I believe the listing

of it as unsuitable is also unreasonable, however. All the hoary stuff of English prejudice educated on Foxe's *Book of Martyrs* is woven into this rousing tale of English adventurers. But how could an American boy or girl in a Catholic high school, the familiar of priests or nuns or Brothers, ever be tempted by the attitude of this author towards priests, or religious, or toward the Pope, or toward Our Lady and the saints?

At first sight, such a student can recognize the prejudice for what it is. He knows better. The question of the historical accuracy of the tale—its charges against the Church and the picture of the Inquisition, for instance—certainly cannot be readily put aside; it calls for guidance from teacher or librarian. A member of the faculty of our school assigns to his students who may choose to read *Westward Ho* a discussion of the problem of prejudice in the book. Such an assignment is rich in educational possibilities. As for the student who may take the book from a school library on his own initiative, without assignment or guidance from his classroom teacher, I believe that it is unreasonable for librarians to fear such a situation, if we do what we claim to do, guide reading. This duty does not, in my opinion, necessitate a continual tutoring of the student. It does mean that he should with reason feel confident that the person in charge of the book collection is responsible and informed, that if he meets difficulties in a book which he picks up, he can state these to the librarian, and be helped to a solution of them.

I recall in connection with *Westward Ho* a boy who accosted me with it in his hand. "What was the Inquisition?" he demanded; and, having received a reply, demanded again: "I want to know, was it good or bad?" There is the challenge. A straight-forward, clear-cut answer is wanted to a problem encrusted with scandal and prejudice. The answer is *wanted*. I have helped many a history student and religion student find material for assignments on the Inquisition; never do the assignments elicit requests vibrant with interest like this one. Kingsley is not poor motivation for a lesson in Church history.

If the librarian cannot meet the challenge of such a young reader immediately, there are books at hand to help. Where, better

than in a Catholic high school library, can such a challenge be put? What safer place is there than the Catholic high school library for the student to meet the fact of prejudice and calumny against the Faith? And the librarian will undoubtedly have something more than historical definition to satisfy the interest aroused by Kingsley—truer accounts that a young reader might try next—*The Man on a Donkey*, Waugh's *Campion*, Father Gerard's *Hunted Priest*, Maynard's *Humanist as Hero*, and Robert Hugh Benson's novels in which one can relive the passion of Father Parsons and his companions. And what of Kingsley himself, and Newman, and the flood of conversions which have followed their controversy? Those stories will be in the library too.

Yet I would not imply that *Westward Ho*, and the novels similar to it, have only the negative value of suggesting study of disputed events, or of opening doors to reading what will acquaint the Catholic student with his heroic heritage. Aside altogether from the obvious literary values of this book, especially for young people, is the positive value of its very prejudices. For these are a true reflection not merely of Kingsley's notions but of the ideas of his English contemporaries on their own history and on the Catholic faith. They are the same mass of prejudice against which Newman declaimed in his *Present Position of Catholics in England*. And these ideas and feelings of English Protestants are still current. They shaped the prejudices of our own country and its norms of respectability.

If the historians have corrected much of the misinformation behind the notions, the people have not corrected the tone of their culture, and the anti-Catholic prejudices of pious English Protestants of yesterday are in large part the anti-Catholic prejudices of their sceptic descendants today, obstacles to their attainment of consistent philosophy or reasonable religion. Is it too much to hope that a Catholic high school might put at least some of its students in a way to apprehend this culture in which they live, to understand its roots, to live with it charitably and apostolically, and so to alter it? How better can we educate toward this understanding than through the reading of English literature, prejudiced though some of it may be? To label such a book

as *Westward Ho* unsuitable for the Catholic high school student is not to protect him. It surely ought to be no danger to his faith for him to learn that others despise that faith unreasonably; nor should our instruction of him have been so poor that he cannot distinguish between the Mystical Body of Christ and the sins of its members.

The student has a double understanding to gain from such reading as this: that ignorance and abuse of Catholic life led to apostasy, and that centuries-long prejudices were caused by the abuses and the apostasy. These are the principles which he is called upon to mitigate, through faith and hope and love. He must understand them first. To wall him off from their intimate knowledge, to be gained through literature, is not only to isolate him from his milieu, but to educate him to smugness if not to confusion.

The Bridge of San Luis Rey is a Catholic novel in my opinion. Why is it called unsuitable for Catholic high schools? The will of God, His providence and loving kindness are justified; that is the theme. And in the working out of it, the course of love and desire is followed in one life and in another. Only the life held to the line of God's will runs in ways of daily peace, the laborious life of the nun. The others are mercifully deflected from their ways and find refuge in His pity.

I suppose that it is the story of Camila, mistress to the Viceroy, which condemns this book to Mr. Hurley's list. I disagree with that judgment. I believe that in a day when impurity is flaunted in the faces even of children, when the constant offering of fiction on screen and in magazine makes human love out to be so inhumanly cheap and superficial, that the stories of it are worse than indecent—that youth is served by the artist who will untwist in a human soul the strands of passion from those of affection, cut away vanity and display indigence of spirit, and bring a soul to know itself, as Wilder does with this character. This is a moral tale, treated cleanly. Vanity of heart brings confusion of heart and despair. May not the Catholic school teach that truth to young people? Or is it demanded that we deal with such truths only in lifeless syllogism and never in parable, as Our Lord taught in parable?

I have not re-examined all of the other titles on Mr. Hurley's list. A few of them

are obviously within the prohibition of the Index. Many of them, I feel, surely are not. In the light of the books listed which I do know in detail, I cannot discern reasonable criteria behind the construction of the list, and I cannot accept it.

Mr. Hurley might in turn find basic fault with a list which I might construct. But I would *not* construct a list of objectionable books. We have the Index, behind which is the loving authority of the Church. The titles on it do not concern school libraries extensively. The general prohibition against books dangerous to faith and morals does concern us. The difficulty comes when decision is made as to which books are dangerous, and here there appears to be possibility for as wide disagreement as possible. I find valuable, for instance, books which Mr. Hurley judges dangerous, and I doubt not that in a group of any ten Catholic librarians disagreement might be found over every title on his list, excepting only those prohibited by the Index.

Yet Catholic school libraries do need assistance in judging books before purchasing them, and in keeping track of the contents of books after purchase, for we cannot read all that we purchase, nor recall every review that we read. We need full and competent reviews. (We are getting them in CLW.) We need annotations about content, style, difficulty, and usefulness on our catalogue cards.

We need to make numerous bibliographies for teachers in our own schools, acquainting them with the books in the collection which are related to their work, and including in the annotations an indication of aspects of the books which they might deem unfitted to a particular student, or which they might wish to clarify or criticize in their classes. I am thinking here particularly of passages in history books, for instance, which speak either erroneously or in a biased way about the Church, although the greater part of the books may be most useful.

In short, outside the specific prohibitions of the Index, the problem of censorship reverts finally to the prudent judgment of librarian and teacher. What is needed are methods and machinery to acquaint them fully with all aspects of the book. Their informed judgment must be trusted after that.

Books--The Roots of the Rock

An essay on book selection by the Director of the Department of Librarianship, Western Michigan College of Education, Kalamazoo, Mich.

Alice Louise LeFevre

"Of making many books, there is no end—
And much study is an affliction of the flesh."
Eccl. 12:12.

The words of Ecclesiastes are especially applicable today. Those who are concerned with selection from the apparently endless chain of books being produced annually, must experience this "affliction of the flesh" in the attempt to reconcile the limitation of budget with the limitation of space and the demands of those to be served. The smaller the budget the more discriminating and critical must be the book selector. On what basis will the choice be made? For what purpose does the book collection in a school library exist? Agreement between faculty and librarian will establish the selection policy and if the collection is intended to serve the needs of the curriculum in the broadest sense, it will surely include those basic and contemporary books representative of all types of literature, both creative and factual that will awaken in young people the delights of reading. The book which may feed the imagination of one may provide information for another just as the food which nourishes one person sometimes fails to nourish another. Our minds are as varied as our bodies in their response to nourishment.

A *wide range* of books, in scope and in reading levels is one goal of the book selector. An even more difficult goal to achieve, however, and an equally important one is that of *high quality*.

Books are truly the "roots of the rock." The title is drawn from the Norse myth of the Fenris-wolf.¹ Just as there was a hidden strength in the cord which bound the Fenris-

wolf to the rock, so is there hidden strength in books. One recalls the story of the Fenris-wolf who had given the gods a great deal of trouble before they succeeded in making a chain strong enough to bind him. But finally the gods sent a messenger to the mountain spirits who made a chain called, "Gleipner."

It was fashioned of six things—the noise made by the foot-fall of a cat; the beards of women; the roots of mountains; the breadth of fishes; the spittle of birds and the nerves of bears. When finished it was as smooth and soft as a silken thread. When the Fenris-wolf allowed himself to be bound by this apparently delicate cord, he thought that he would be able to break it as he had all the others. But *this* cord he was unable to break and with it the gods bound Fenris to a rock and buried the rock so that what held it there was not evident. The strength of this cord came from those elusive qualities barely discernible—those qualities of the spirit which hold one firmly in tow but which are too elusive to measure and which are completely hidden from the casual observer. Books, too, may contain such elusive qualities which by continual contact will permeate the minds and hearts of the readers.

No library can be stronger than the strength of its book collection. In order for it to share in the development of character in the young people who are exposed to its treasures, it must contain books filled with those qualities of potential influence however elusive they seem. Just as the roots of a tree spread out and receive nourishment

1. Pyle, Katherine, ed. *Heroic Tales from the Norse*. Phila.: Lippincott, 1930. p. 115-121.

from the soil, so do the body and mind reach out for nourishment. The book selector is charged with the responsibility to provide this essential for the developing mind and to discriminate between those books which will nourish *some-one* and those which will nourish *no-one*. The body is not nourished on "saw-dust" nor on food that lacks the basic values.

Neither will the mind be nourished on books which lack basic truths. Truth and fact are not synonymous. Truth is as essential in fiction as fact is in non-fiction. Books of fiction in which basic truths have been disregarded fail in their portrayal of human relationships and human emotions. In Stephen Crane's *Red Badge of Courage*, the basic truth of human reaction to fear is expressed through the experience of the young hero who was afraid of becoming a coward in the face of battle. A deep impression of that experience is made upon the reader because the author was so faithful to a basic truth. The period of time and the historical setting he employed are subordinate to the momentous experience which is the basis of the story. A universal truth such as this rises above the locale selected by the author.

Whether it is the "junior novel" or the strictly adult book under consideration, the same standard should be applied. Simplicity of language and plot, youthful characters and subjects that appeal to young people, all of which usually characterize the "junior novel" do not necessarily rule out the need for adherence to basic truths. So great has been the urge to produce books for young people on specific subjects, such as a particular career, or a famous person or a current social problem, that the market is becoming filled with uninspired books. These are advertised widely and are listed in our professional literature as suited to the needs and interests of modern youth. The book selector feels quite secure that in the purchase of such books, none too sophisticated nor offensive in language or in incident will reach the shelves. The school or young people's librarian who may be dependent upon reviews for information about current titles can too easily fall prey to the enthusiastic comments of the uncritical reviewer.

The latter may criticize an unlikely plot or weak characterization but may end the review with a favorable recommendation because "young people will like it" or "the

book is harmless." Who can say that a book is harmless if through continual reading of the trite and the exaggerated, the young reader capable of much more challenging reading becomes so bored that he turns to other types of recreation or his reading habits become fixed at a low level? The contrived plot which provides an easy solution to a social problem; the story in which the author creates a series of situations in order to reveal the nature of a particular career are types of contemporary titles that are also apt to contain superficial or false characterization.

Too often the youthful characters in the so-called "junior novel" surpass the adult characters in wisdom or are given responsibility for decisions far beyond the reach of youth. Young people in their teens are not invariably wiser than their elders; young people do not generally reach the top positions in careers without some training or long years of experience. Anxious to provide books that are short and simple in style and fast-moving enough to compete for the attention of the modern TV and radio-fed young person, we are unconsciously weaving a reading pattern on too weak a thread to achieve the purpose of a school library, namely to share in the building of character and to create a permanent enjoyment in reading. The book selector who will provide a strong book collection geared to the intelligence, interests and moral purposes of a wide range of young people cannot waste funds on the "harmless" book even though it may appear on recommended lists. We need not fill our shelves with "saw-dust" instead of good basic food even to provide for the "reluctant" reader.

The transition from the juvenile to adult books can be achieved without sacrifice of interest in reading as an activity, if those charged with the responsibility for building up the book collection will seek out the superior (not necessarily the difficult) and will reject the mediocre whether through gift or through purchase.

Among those traits which bring about strength of character in young people are *understanding* as opposed to *prejudice*; courage; recognition of justice; unselfishness and self-confidence coupled with humility. These elements are to be found in many contemporary as well as earlier titles but are not always revealed in book reviews. The patient and discerning book selector will dis-

cover the hidden qualities. For instance, the horrible waste of war, the realization that it is the individual who suffers whether enemy or ally, is vividly pictured in Doris Peel's *Inward Journey*. The author travels through Germany with a group of native young people. They stop first at war-torn Cologne.

As she views the destruction of the Cathedral, she hears the sound of drilling within the depths of the cavern that was the nave and suddenly she realizes that it is workmen down there beginning to clear away the mountains of rubble. She notes that "underneath lie thousands upon thousands of us—but thousands, millions were left, were here. When the worst had been done, anywhere on earth, they crawled out again, they stood up, they went on. None of us could get rid of all the rest." It would be a most insensitive young person who could remain impervious to the observations made in this book or who would retain an unreasoning prejudice against a nation afterwards. In Voldemar Veedam's *Sailing to Freedom* the young reader will be impressed with another far reaching effect of war and the lengths to which human beings will go to gain that freedom so ruthlessly denied them.

Neither of the above are difficult books to read and they offer an alternative to the librarian who justifies the purchase of a mediocre title by her concern for the "reluctant" or the retarded reader. They, too, have a right to the best, the inspired rather than the made-to-order. A current book filled with adventure and with good characterization of both young and old characters is Mildred Pace's *Home Is Where the Heart Is*. The combination of impetuous but kindly and idealistic youth, and the stubborn, conservative adult, and the progressive and responsive hero provides the basis for a good story of pioneer days. Another earlier story on a similar reading level is Marguerite Bro's *Sarah*, with its romance and its contrasts in human relationships of different ages.

The many current titles concerned with trivialities of day to day life with emphasis on material success, on clothes, "social adjustment" and on competition tend to provide little challenge to youth. At this age, when enjoyment of "bull sessions" on the deepest of subjects is at its height, it is through reading that youth can gain a true perspective of courage, loyalty, justice and

other fundamentals only superficially handled in the trivial book. The vicarious experience of those problems calling for a clear-cut recognition of right and wrong will help youth to evaluate attitudes and to prepare for adult experiences. In Katherine Flannigan's *The Faith of Mrs. Kelleen*, the reader's mind is occupied with characters who are fighting hatred and injustice and not the trivial matters of where to go and what to wear.

The mother's life-long sacrifice for love of her son reveals strength of character and the courage of conviction. In Marguerite Laski's *Little Boy Lost*, the depth of father-love is equally forcefully portrayed and in *The Light in the Forest*, Conrad Richter presents the conflict of loyalty which stems from belonging to two different civilizations. In none of these titles is the story dependent upon setting or period, although in each, the background adds interest. Such universal human qualities provide substance for questioning youth and for "bull sessions" and are neither current nor old-fashioned.

Although the strength of the library is largely in its book collection, the collection is of little value until the ideas therein contained are transferred to the minds of the young people for whom it was selected. Selection for those at the most impressionable years requires time and cannot be adequately accomplished through constant resort to shortcuts. The selection process is incomplete unless followed by the guidance process. Not to be confused with required reading nor with censorship, guidance should provide that opportunity to share the fun in discovery and the fun in discussion.

The school library is in a strategic position to become the center of reading and discussion activities where the ideas contained in books can be compared, evaluated rejected or accepted. One questions if the time devoted to some of the activities reported in our professional literature by library clubs might better be spent in first hand acquaintance with the librarian as a participant rather than formal group discussion of their contents, with the books themselves, and in an inthan leader. The elusive qualities present in books may thus become real to the young reader as enlightenment dawns after sharing of ideas. The recent young adult group discussions, carried on experimentally as a part of libraries, disclose the keen interest felt by modern youth for serious discussion.

The fleeting impressions and the half-

statements which too often form the basis for discussion resulting from TV, radio or movie programs can well be balanced by discussion based on reading. Ideas gained through contact with the thought of the ages as well as of contemporary life, and through a medium and at a tempo which allow for study, mulling over and re-reading, form a firmer basis for discussion. Examples of the technique developed for young adult discussion groups, and the analysis of the books used successfully, appeared in *Top of the News* for May, 1954.² It is only through selection and guidance, both, that the book collection can approach that delicate but strong cord "Gleipner" and can adequately nourish its hungry and eager users.

2. Hunt, Hannah. "It's Our America;" "Let's Read about," "Let's See It in Films," "Let's

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Marian Periodicals—Modern Weapons

A description of the more important periodicals devoted to Our Lady, by the acting librarian of the University of Dayton.

Brother John Drerup, S.M.

Our world is a battleground of ideas. From the tots that gurgle over brightly colored picture books to the gray-grown grandparents who scan the daily newspaper, we are all exposed to an endless barrage of words. We are constantly being amused, or informed, or exhorted by a variety of literate individuals whose purpose in writing may be praiseworthy, or treasonous.

In this vast conflict of printed words, it is inevitable that we must pick and choose. Our selection depends partly upon our interests, but perhaps, even more upon the physical appeal, or the eye-catching quality

of the book, pamphlet or periodical itself. Hence it follows that any publication must be judged by its format as well as by the intrinsic worth of its contents.

It might not be amiss to examine very briefly some of the reasons why magazines enjoy such popularity and exert so much influence in today's civilization. There seem to be four main reasons: timeliness, condensation, illustration and style of writing.

A magazine must treat today's problems and meet today's interests. The American people in particular are so absorbed in the whirl of contemporary affairs that they

must be captured as it were in midflight and shown that the magazine article in question does pertain to the problems of the moment and that the few minutes spent in its perusal will "pay immediate dividends."

For the same reason, compression or condensation of the subject matter is a prized characteristic. A modern reader, who is attracted to an idea in its capsule presentation, may easily seek further development of the topic in more exhaustive treatises; but unless the scope of the topic has been offered in a brief, almost diagrammatic fashion, the idea, however meritorious, may be pushed aside for something more urgent in its appeal.

This summation of an idea is frequently accomplished by illustration. The thousand-word equivalent of a picture, the summary information of a chart or diagram, these are facts that have proved themselves in the ruthless war of magazine survival. But it is nevertheless true that pictures and diagrams must be bolstered by a crisp, engaging style of writing. The captured reader may be led; but the reader wearied by vague, meandering paragraphs certainly will not pursue the article, no matter how capable the writer.

With this brief introduction we shall consider some of the Marian periodicals currently published. It will be useful to classify the periodicals under four general headings: namely, those whose chief clientele are the school age group, those aimed at the family, those which are of a more scholarly character, and finally those which we might hope to see sold at a newsstand.

We might stress the point here, that any Catholic periodical not mentioned in the few remarks that follow is not necessarily of lesser value than those that are mentioned. The apostolic advancement during this Marian Year, encouraged by special articles in non-professedly Marian periodicals of nation-wide and world-wide distribution, has been moreover truly praiseworthy. We shall, however, for the purpose of this article, exclude foreign language periodicals.

One exception to this last limitation we must make immediately. It is the superb periodical *Marie*, published bi-monthly by the Centre Mariale Canadien under the direction of Mr. Roger Brien. Our words of praise are superfluous in the light of the highest commendations received from Pope

Pius XII and from numerous authorities in the field of Mariology. *Osservatore Romano* describes *Marie* as "the most beautiful Marian magazine in the world." It really deserves this appellation. You may examine any of the issues in its seven-volume history and there you will find exemplified all of the criteria for a truly fine magazine. If there is any one periodical that gives a world-wide approach to the Marian apostolate, that periodical is *Marie*.

Fittingly enough for its international character, *Marie* is published in French. But on that very account the magazine is not known to many English speaking people. Father Lawrence Monheim, S.M., has instituted, in the March, 1954 issue of his *Marian Library Newsletter*, a survey to enlist potential subscribers for an English language edition of *Marie*. To say that an English edition is desirable is one thing. That it is practicable depends upon the response from librarians, teachers, and all those engaged in any form of the apostolate.

An English edition of *Marie*, especially if it could be started during this Marian year, would become such a valuable source of Marian doctrine, of Marian devotion, of Marian art, of Marian literature that we would soon wonder how we got along without it.

Among English language Marian magazines of particular value for the school age group, we are probably most familiar with *The Queens Work*, and as a periodical written specifically for teen agers, it has deserved its popularity. The attractive presentation of timely topics make it particularly useful as a medium for increasing in and devotion to Mary. It is true that *The Queens Work* is not exclusively Marian in its content; nevertheless, in drawing attention to its merits it should be observed that a magazine of large circulation with a devoted clientele is a truly apostolic weapon.

Specifically Marian, and of considerable usefulness on a secondary level is *Our Lady's Digest*. It suffers from the neglect common to all Marian magazines with the single exception of *Ave Maria*, that is, it is not included in the *Catholic Periodical Index*. Yet, a review of the most recent issues, shows a goodly number of articles having real reference value. If a library cannot afford to subscribe to numerous Marian magazines, *Our Lady's Digest* is probably the first

one to be considered. It is to be hoped that some thought will be given to its inclusion in the *Catholic Periodical Index* as an aid, especially, to smaller libraries.

Family style Marian magazines are numerous. They may be roughly divided into periodicals dealing with a particular devotion and periodicals which are the official publications of certain religious orders. In the first group we might mention *Maria Legionis*, which reports the international activities of the Legion of Mary; secondly, *Action Now*, which is the official publication of the Adult Sodalist movement, and thirdly, *Soul*, the official publication of the Blue Army. Then there are *Our Lady of Fatima Magazine*, *Fatima Notes*, and *The Voice of Fatima*; also *The Miraculous Medal*, *Our Lady of the Sacred Heart*, and *Perpetual Help*. Special mention might be made of the *Perpetual Help* magazine because every now and then it proves to be the source of those elusive bits of information not found anywhere else.

Among Marian periodicals that are official publications of religious orders and congregations, a hurried listing would include *The Scapular*, Carmelite publication; *Our Lady's Missionary*, put out by the Missionaries of Our Lady of LaSalette; *Queen of the Missions*, published by the Servite Fathers; *Mary*, a particularly informative publication of the Carmelite Fathers and noteworthy for its usefulness in the classroom; *The Marianist*, one of the publications of the Society of Mary; *Immaculata*, work of the Conventual Fathers and Brothers; *Queen of All Hearts*, published by the Montfort Fathers, and terminating a list by no means exhaustive, a Canadian publication of the Oblates of Mary Immaculate, *Annals of Our Lady of the Cape*. As family magazines these periodicals all have their respective audiences. Whether

they contain sufficient Marian information to warrant being kept on file in the library is a more debatable point.

Let us pass on to the next type of Marian periodical, the scholarly publication. The list is very short. *Marian Studies* is a yearly publication, the proceedings of the Mariological Society of America. As such it confines itself largely to theological questions. It is the English counterpart of the French and Spanish Mariological studies. Similar works, *Ephemerides Mariologicae* and *Marianum*, are available from abroad.

Finally we should mention the Marian Library's contribution to the field, namely *The Marian Reprints*. These serve a very definite purpose in making available selected Marian articles culled from a great many sources. Just a few titles may serve to give some idea of their scope: "The Immaculate Conception and the Apostolate," the encyclical letter *Fulgens Corona*, "The Blessed Virgin in the Liturgy," "The Assumption and the Modern World."

In summing up this brief review of Marian periodicals, let us review our original classifications. Magazines appropriate for school groups leave something to be desired. Of course, the situation is relieved by the other resources commonly found in the schools. But in the family field there is certainly need for a comprehensive Marian magazine, a need which is partially satisfied by *Our Lady's Digest* but would be admirably satisfied by an English edition of *Marie*. The same periodical contributes much to the scholarly field, which is represented in English only by the *Marian Studies* and the *Marian Reprints*. Finally as a periodical potentially suitable for sale on a newsstand we may think of *Our Lady's Digest* and of *Action Now*, while we wish for others of a pictorial character.

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M-A-I-N

The former reference librarian of Rosary College, River Forest, Illinois, questions some time honored "rules" of cataloging.

Sister Mary Janet, O.P.

We as librarians take pride in referring to our card catalogue as the key to the library's collection. And it is that; but a key for whom—the librarian or the patron? Cataloguing policies must be uniform and consistent, it is true, but when the reader's point of view is lost sight of because of the dictates of some established procedure (which is too often the case) usefulness is proportionately weakened. The card catalogue is not an end in itself but a means to serving the reader more effectively in his use of the library's treasures. For this reason, it should be a dynamic and flexible tool molded to its users and the collection it records. Rules are made to establish consistency, but they are to be prudently broken, if they prove a hindrance rather than a help to the patron.

The reference librarian is in the best position to test the catalogue's usefulness, and he should be constantly exchanging ideas and information with the cataloguer in order to anticipate readers' needs. For example, it is only the librarian serving the public who can recognize the shortcomings of particular elements in the cataloguing process. In turn, the cataloguer must acquaint the librarian with the practice that has been adopted in the specific case he may be questioning. It is well to have the reference librarian inspect the cards before they are filed in the catalogue, not only to familiarize him with the new accessions, but also as a check on how well these entries will fit into the pattern of the whole scheme. For the cataloguer to serve time in the reference department or at the circulation desk is an ideal plan, if it can be arranged. There is no better way for him to get first-hand experience as to the workableness of his catalogue.

Leigh, in his report in *The Public Library in the United States*, concludes that "the public reaction and use of the catalogue, almost completely neglected as a subject of inquiry by the librarian . . . deserves direct analysis." This recommendation can apply to college libraries as well.

One sometimes wonders whether librarians delight in making their work esoteric in order to find satisfaction in having even intelligent people dependent upon them for needed information. Whatever the case may be, we assume too often that college students have had the basic experiences in high school to prepare them to cope with the added intricacies of libraries on a college level, whereas the contrary is more frequently the case. Many or most come from small communities where a minimum in the way of library facilities have been at their disposal. Even the appalling revelation that a student actually did not know the alphabet is never the shock to a reference librarian as it was to a faculty member recently, who had pity on one struggling in vain at the catalogue. Another asked her the meaning of a cross reference. And then there was the student in search of something in social science who approached the assistant at the circulation desk after a fruitless effort to find it on her own. She explained that a notation on a card directed her to a main entry card, but that she was unable to find what she wanted under the word M-A-I-N.

You may say these extreme cases are far from the rule and not even to be considered, but any reference librarian in a college will agree that such ignorance is common enough to warrant serious consideration of the service our catalogue really gives. I often think deans of colleges, too, could gain much first-

hand information for their long-range curriculum plans from the vantage point of the reference librarian!

We admit college is not the ideal place for teaching these fundamentals, but since the need exists in more than isolated cases, let us be realistic and do our part to remedy the situation rather than simply sigh for the good old days of the "three R's". And by remedy let us constantly assume that the simplest, most direct approach to information in the catalogue is the functional one for the people for whom it is intended as a tool. For example: the card catalogue used the subject heading SUFFRAGE-U.S. for a book entitled *Lowering the Voting Age*. The *Catholic Periodical Index*, on the other hand, lists articles concerning this much discussed topic under VOTING. Since most readers will use VOTING as the direct approach, why give even a cross reference from VOTING to SUFFRAGE as L.C. does, when they are practically synonymous terms anyway according to Webster?

Orientation lessons are vital but they have little value unless properly motivated. True, students get the general plan of the catalogue and index arrangements from regular scheduled lectures, but there is little carry-over when it comes to applying these points to a specific need later on. This principle holds for the learning process in general, but we are prone to lose sight of it in library procedure.

Let me give a few more illustrations to show that, in many respects, the catalogue has been built up according to established rules with little regard for the patron who is unlearned in the art of library science. Certainly, subjects must be consistently tied together or your catalogue becomes useless and unwieldy, but have you yet met a college student who searches for the encyclicals under Catholic Church? Thanks to Father Kapsner, perhaps in the future we shall be spared answering dozens of questions in the course of a day pertaining to this particular point. The reader, accustomed to looking for an author entry, will find no inconsistency in this rule in the *Manual of Cataloguing Practice for Catholic Author and Title Entries*:

Single encyclicals and other single documents of a pope are entered under the heading 'Popes', followed by the dates of the pontificate, name of pope in parenthesis, the opening

words by which the document is officially known, and the date of issue in parenthesis.

A reference librarian in a college is an integral part of the college in that she must give the least possible direct assistance while teaching the student how to find information for himself. And yet, knowing nothing about ALA filing rules, the wonder is that he meets with success on his own as often as he does. A few weeks ago a student asked for the book, *The God of Reason*. I could not believe we did not have it, even though she assured me it was not listed in the catalogue. My approach, too, had to be by title since I could not remember the author. No wonder she had given up! GOD as the subject heading had to be fingered twenty-five times, GOD with subdivisions sixteen times, and then, of course, many title cards appeared before her particular title. A request for *The Mass of Brother Michel* is another example. Again I was assured there was no record of it, only to find MASS as subject heading on thirty-four cards followed by twelve titles.

I am not equipped to offer solutions to these problems, and certainly a strict letter-by-letter alphabet arrangement is an oversimplification as a plan, but surely something more practical can be devised that will warrant the hours and expense involved in cataloguing and filing. Why inflict difficult filing rules on our patrons that we, with training, have trouble remembering?

By the same token, a student needing material on nineteenth century English literature will stop before approaching period subdivisions under the heading. Has it ever occurred to you how few students are aware that a subject approach is even possible? In fact, one questions the value of crowding a card catalogue with subject headings, even the most basic ones, when they are so little used. In a survey made recently over a period of three months of student use of the catalogue at the University of Kentucky, it was found that approximately one-fourth used the dictionary catalogue by subject approach. One half of this number were junior and senior students. Eighty per cent of the users, however, considered the subject catalogue a satisfactory tool—evidence that it cannot be replaced adequately by subject bibliographies. The noun was the preferred form of subject heading. The following recommendations were based on a study of the tables and the results similar studies:

1. Elimination of subject cataloguing of foreign books.
2. Selective subject cataloguing for acquisitions published before 1930.
3. Removal from the catalogue of blocks of subject headings covering the period before 1930 for books already processed.

So much for the actual use. There is also the problem of the appropriateness of Library of Congress subject headings. All cataloguers with experience know specific headings are often wanting. Would you, for instance, look for OCEAN when in search of Rachel Carson's *The Sea Around Us*? Yet there is no alternative according to L.C. And this inadequacy holds true in many similar instances.

Recently a faculty member suggested entering a new book she had just reviewed under FLEMISH PAINTING since the title conveyed no hint of its contents. Actually, it was included under PAINTING, FLEMISH. However, the recommendation of a well-educated, intelligent library user is worth noting in line with Leigh's urging of a study of patron's approach.

I am not advocating an arbitrary listing of subject headings to suit the whims of individuals. In this case it was merely a question of inserting an overlooked cross reference. The point is, are we as cataloguers projecting our thinking along the lines of our patrons? This must apply in every phase of cataloguing procedure; nor should we be too reluctant to compromise when it is not a case of sacrificing logical arrangement.

Chicago Public Library is showing a trend in the right direction in this regard in their handling of new subject departments now being set up. If books are not important enough to warrant duplication, they are naturally placed in the department where they will get the most use. This means changing Dewey classification numbers to suit the need of the particular subject department in which they are placed. I presume this adjustment continues when books popular in one field now are more sought after in another later on as the emphasis shifts.

If an abundance of subject headings is of questionable value, analytics, on the contrary, cannot be overdone, in my opinion. I wonder whether because of the time-consuming element in even the most essentials of cata-

loguing, we are not overlooking the greatest potential in the way of unlocking the door to our resources. In spite of the limitation of time we do, as a rule, call attention to the obvious, but in the long run the real discovery of material within a volume that would otherwise be overlooked is an inestimable service.

If one gets a request, for instance, for the English version of *The Cid* and can find it only after a long search through the indexes of several volumes of collections, it is aggravating to say the least. Or someone may be looking for the Constitution of the Soviet Union. I am reminded now of a book in which it was found only by paging through it, because the chapter headings revealed nothing nor did the catalogue cards have any more information. The L.C. main entry card listed only "Political Science" and "title" as added entries. Here, by the way, is a strong argument against those who insist cataloguing courses are a waste of time because ready-made cards are so easily available. And since the cataloguer can play so helpful a role in extracting valuable information, it necessarily follows he has a responsibility to be alert to any changes in the curriculum and to do all in his power to utilize this means of giving maximum service.

Perhaps no one can appreciate the value of this kind of research as can the reference librarian; the cataloguer, on the other hand, wonders just where one draws the line. If compromise must be made, I would say let it be in some other phase of the work, if it can be done, so as to do as much as is possible in this. By no means, however, should there be duplication of the standard indexes such as Granger's *Index to Poetry*, *The Short Story Index*, *The Index to Plays*, and the others, compiled for the sole purpose of supplementing our card catalogue. It is only the gaps that must be filled in by the efficient cataloguer who is aiming at making his catalogue as functional as it can be.

Neither must we feel obliged to accept indiscriminately whatever entries L.C. proposes for each title catalogued. Only those that fit into our scheme or that are absolutely essential to the type of service our library is expected to give, should be considered. Those useless to us, can better be replaced by analytics we know will be of value in certain fields.

At the ALA Midwinter Workshop in Au-

dio-Visual Materials, the importance of including a record of all AV collections within the main catalogue was stressed. Since we are told we must not make a distinction between *book material* and *non-book material*, the logical procedure would be to interfile the AV cards with books cards to keep all related material together, so that if a student is doing a paper on Shakespeare he finds books, speech records, filmstrips, etc. in one place to aid him in his organization. Whether or not this material is housed in the library, the card in the catalogue will indicate that the institution owns it; its location should be noted if it is not a part of the library collection as such. This arrangement is a great timesaver for the reference librarian.

In spite of all these seeming criticisms, I am convinced that our cataloguers contribute more to the efficient functioning of our libraries than any other staff members. We couldn't attempt to give even a minimum of service without them. But unless they are aroused occasionally by objective observations of those who are putting cataloguing theories into real practice, there is danger of their growing complacent and our catalogues will cease to be the dynamic force they must be in an ever changing world. To have them not just good catalogues, but the *best*, requires constant vigilance and study. And it is up to those who have tried established rules and found them wanting to be articulate in advocating improvement.

"CLW-TOMORROW"

and

CLA, TOO

Helen L. Butler

October 13, 1954

Members of the Catholic Library Association, whether "little people," whose support is basic to the Association," or VIP's, are all equal. And the pages of the Association's journal are open to all, so far as space permits. Because the Executive Council could not discuss or approve the CLW Committee's Report (cf. CLW, October, 1954) until Committee personnel were agreed upon its contents, it is as a minor member of the "little people" that I offer the following observations for your consideration and discussion.

The members cannot fail to applaud the overall analysis of goals and functions of the CLW, as well as the forcefulness and clarity with which these are presented. And, in spite of a stray factual error here and there, readers must agree on the practicality of the how-to-do-it suggestions and many of the policies described. As always with Association affairs, however, two funda-

mental questions must be answered before action can be taken: (1) Can we pay for the proposed changes? (2) Do we want to make such changes? Inherent in the second question is grave implication of the kind of Association we wish ours to become and the principles we hope it will represent.

The questions apply particularly to two proposals in the Report: the appointment of a separate editor for CLW, and the establishment of an anonymous board of critics.

In the same issue of CLW is a report on CLA finances. Unfortunately, the "Operating Statement" does not isolate figures for CLW, 1953-54. In his budget for 1954-55, however, Father Bouwhuis says: "The expenditures are those required to finance operations as they have been carried on during the past year." From the latter figures we see that income from dues is expected to be \$15,800; costs (exclusive of CLW) are forecast as \$10,177; the balance available for CLW and contingencies is anticipated as

\$5623. The net cost to the Association for the 1954-55 CLW under present arrangements is expected to be \$3410, a sum comfortably covered by the \$5623 balance.

Curiously enough, the CLW Committee's analysis of costs including separate editor and clerical aid amounts to less than the present arrangement involves, i.e. \$3348. The discrepancy lies chiefly in the estimated cost for production and distribution—\$7580 quoted by the Budget Chairman, \$5388 by the CLW Committee. If the former figures prove to be correct, the cost of the CLW Committee's proposal would be \$5540, a sum which leaves Association and journal operating within a margin of \$83 for the year. Before the shudders at the prospect become violent, reconciliation of the two figures would be welcome. (Parenthetically, it may be recalled that a previous decision of Council sets apart all profits from conferences as a reserve fund to cushion possible loss of income from dues, and/or to build a reserve fund for future projects. This decision can be set aside, if the membership feels it prudent to do so.)

However the conditions may be resolved, the fact remains that the final consideration is what is best for the Association. Should growth continue by fission, with an ever-increasing lopping off of functions and responsibilities of the Headquarters Office, to result eventually in an organization of loosely connected units engaged in disparate activities? Or should the Association strive toward the construction of a pyramiding hierarchy of direction and responsibility? Some of us have deplored the necessity of appointing a part-time executive secretary and hoped for the day when a full-time executive might be restored. If sufficient

funds should be found or provided, would it serve the Association more advantageously to strengthen Headquarters personnel and/or to compensate more equitably for work now being performed?

The direction the Association is to take and the kind of organization it is to be are concerned more gravely with the proposal to establish an anonymous board of critics. "Anonymous," "Devil's Advocate," "autopsy," the words conjure up a morbid picture of Catholic librarianship. Ours is a group of honorable individuals who have the courage of their convictions and are not afraid to identify themselves with what they do and say. They also have the imagination to see what the consequences of such a proposal could be in controlling the organ of the Association and the possible discord it could arouse in the process. They are practical enough to ask what functions, if any, such a board of censors could perform that are not possible to the existing Committee, if it represented the major levels of librarianship though there may be some members who, like me, are not sure what these levels are. And the members are independent enough to value lightly the criticism of a group whose personality, background and experience are concealed behind a screen of anonymity.

I am confident I speak for the whole Association in expressing gratitude to the CLW Committee for their Report. (The noticeable improvement in the October issue is evidence of the effectiveness of their work.) The publication of the Report having been designed to learn your reactions to its proposals, it is hoped you will communicate these early and freely to the Chairman.

CALENDAR 1954-55

February 19. Greater St. Louis Unit, Annual Conference, St. Louis University High School, St. Louis, Mo.

February 19. New England Unit, Annual Book Forum and Fair. New England Manual Hall, Boston, Mass.

February 19. Philadelphia Unit, Spring Meeting and Author Luncheon, Bellevue-Stratford Hotel.

February 20-26. Catholic Book Week. THEME: CHRISTIAN BOOKS, BEACONS IN A TROUBLED WORLD.

March. Columbus Unit, Spring Meeting.

March 26. Trenton Diocesan Unit Spring Meeting. Trenton Catholic Library, Trenton, New Jersey.

April 12-15. Catholic Library Association ANNUAL CONFERENCE. Hotel Schroeder, Milwaukee, Wisconsin.

CLA News and Views

Sister Edward

THIS IS YOUR PAGE. Reference librarians, parish and high school librarians, all have their own pages; but this space belongs to ALL members of the CLA. Out of files for the past year come records of the achievements and interests of regional and local units, North, South, East, and West.

OF SPECIAL NOTE . . .

Honoring Mary's Year—In the spring in sunny California, Mr. William Queen told those who met at St. Elizabeth's High School, Oakland, the story of Our Lady of Belen, a wood-carved statue brought from Mexico by Father Serra and still to be seen today at Carmel Mission. Father Serra offered the first Mass at Monterey on Pentecost, 1769, before "La Conquistadora."

At the same Marian meeting, Fr. John B. McGloin, S.J., pointed out some of the outstanding instances proving California is Mary's Land. (NORTHERN CALIFORNIA UNIT)

CLA

In the MIDWEST UNIT, two states were centennial-conscious. In Nebraska, Sister Mary Joan, R.S.M., St. Mary's, Omaha, gave a series of eight talks on the Catholic Church in Nebraska; Miss Mary Hunt, Creighton University, cooperated with historical committees of both city and state by providing source material.

In Kansas, similar activities came out of the Catholic colleges, high schools, and hospitals. A float in Leavenworth portrayed St. John's as the first civilian hospital and its Sister Joanna as the first trained nurse in the state; the Saint Mary College had an exhibit of text books used in the Kansas Territory.

CLA

"The enlivened and expanded interest of Catholic librarians in cataloguing has been a rewarding factor during the year," writes Arthur L. Morse, *Chairman* of CATALOGUING AND CLASSIFICATION ROUND TABLE.

CLA

College and seminary librarians of the PACIFIC NORTHWEST UNIT voted that the

holdings of Mt. Angel Abbey Library, Oregon, be represented in the union catalogue of the Pacific Northwest Bibliographical Center in Seattle. Since this library had initiated a re-cataloguing program, no photographing of cards was required.

CLA

"The most alarming aspect of Catholic library professional activity," writes Joan M. Lonergan, *Secretary-Treasurer* of the WASHINGTON, D.C. UNIT, "is that the Catholic librarian seems to be many times more apathetic toward professional activity than his non-Catholic brother. The CLA has not been failing the Catholic librarian!"

CLA

"Few of our members are librarians," says Helen C. Welsh, *Secretary* of the ALBANY UNIT, but those who attend our meetings are enthusiastic lovers of books and are loyal in their support of the organization, which is now ten years old."

CLA

All the members of the RICHMOND UNIT are school librarians. A zealous Superintendent of Schools is striving to make public, hospital, and parish librarians members of CLA.

The MINNESOTA-DAKOTA UNIT voted that a Parish Library Bulletin be issued as a special project for 1954.

"Have You Seen . . .," a special feature of the HOSPITAL SECTION *Newsletter* listing magazine articles of interest to hospital librarians, and the "Periodical Exchange" are real and appreciated services.

At the request of Sister Mathia, S.C., of the GREATER CINCINNATI UNIT, four publishers sent books to Father Peter Van de Walle, St. Andrew's School, Parcoque, Rizal, Philippines.

R Books and Bandages

Catherine O'Day Hollis

"First be absolutely convinced of the necessity of the measure; second, make your selection with the greatest care; and third, dispose of the material so cautiously and surreptitiously that there will be no *corpus delicti*."¹

Every librarian knows that the time will come when the library will not hold another volume unless steps are taken to make room. It is this necessity which makes us face the problem of weeding. It is this which brings to mind the fact that we all are aware of books that do not circulate.

The need for the books in a certain area is no longer a necessity. Either the subject is a dead issue, or the advancing fields of medicine and nursing make older texts obsolete.

MAKE ROOM FOR NEW MATERIAL

Librarians have long had the reputation for keeping and filing everything. They are supposed to have all knowledge at their fingertips. The old material crowds out the new. One can spend much time in weeding and find the additional room slight. Too much caution can be as dangerous as too little. Of course, as soon as some item is discarded someone is bound to ask for it. But does this one request for a book, which has not circulated or been used for years, warrant keeping it? Perhaps it can be borrowed on interlibrary loan from another medical library, state library, the Armed Forces Medical Library, or the Library of Congress, if the need arises it.

Some libraries make a policy of collecting and keeping any book they can lay their hands on. These may be regarded as historical collections or research libraries. How many hospitals are equipped for these services?

The old adage "As ye sew so ye reap" may be applied to the library field, for, as you buy, remember you will some day have to consider that purchase for discard.

¹Carr, Elizabeth, "Weeding The Medical Library," *Bulletin of The Medical Library Association*, 40 (April, 1952) 162-163.

QUALITY NOT QUANTITY

Numbers of books alone do not make a library. Substitute quality for quantity and your problems will be reduced.

It is true that shelves full of old text books, of publishers gifts will add numbers to the collection, but of how much use are they for reference, and how much will they actually add to the library services?

Another problem is that of "gifts". "Don't look a gift horse in the mouth," but neither add gifts to your collection just because they are free. Duly consider the use and value they will have for the library. Consider each volume; will it be an asset or a liability; then after thanking the donor put unwanted books to one side for disposal.

CHECK WITH AUTHORITIES

Use an authoritative list if you are in doubt. For Medical Libraries, Garrison-Mortin *Medical Bibliography*, Doe's *Handbook of Medical Library Practice* or Fleming's *Guide to the Literature of Medical Sciences* will be found helpful. For Nursing Libraries, the National League of Nursing: *Library Handbook for Schools of Nursing* and *Books Suggested for Libraries in Schools of Nursing*, are both helpful.

The older the book the less it is apt to be used in medical or nursing libraries. While out-of-date is hard to define, there is such a concept.

When should books be weeded? Every time a book is handled, this should be considered. At inventory is an excellent time, because at this time the whole area is under scrutiny as a whole. When weeding, ask a specialist in the field or a faculty member for confirmation on use or need of outdated material. "Weeding should not be considered a negative process, as the elimination of unwanted books from a collection, but rather as a reassessment of our collection, a reconsideration of the residual positive value of older books. It is a process of reselection."²

Another point to be considered is the method to use in disposal of the books withdrawn.

²Scott, Adams, "Weeding as an Art," *Bulletin of the Medical Library Association*, 41 (January, 1954) 30-31.

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Books in the Parish

Sister M. Janet, O.P.

Brother Luke A. Herbert, F.S.C., in a study made recently of thirty-six parish libraries in the Midwest, discloses facts that will be of interest to those who participated; the findings may also serve as guides to newcomers in the field.

All librarians seem to be in agreement as to the purpose of a parish library—"to stimulate Catholic Action through an informed laity." Yet thirteen respondents stated that their library caters to adolescents. The range of this type of clientele is from 25% to as high as 80%. Books on training and care of children and adolescents have a definite place in a parish library; for other reading it must *supplement* the high school library only, not *replace* it. Its primary purpose must be to serve adults.

Perhaps these same librarians are taking themselves too seriously in their effort to provide books of information, religious instruction and devotion, and are not aware of the great potential for the fulfillment of their aims in the fine Catholic literature on the market today, of a purely recreational nature. Most adults who read books at all *will* read fiction; if it is not provided in the parish library they will seek an inferior brand elsewhere and thus the significant Catholic literature in the field is lost to these readers. Not one librarian singled out the provision of good recreational reading as a main objective of the library. This may have been due in part, however, to a misinterpretation of the question.

Eighteen, or one half of the parish librarians concluded that their libraries fulfilled their aim in the way of supplying demands and needs of their readers. Seven felt their libraries are accomplishing little or nothing. (We appreciate their honesty!) The lack of professional training is not an excuse since only three of the thirty-six have had library school preparation. Enthusiasm is the keynote of success in any parish library endeavor. It is interesting to note that fifteen from the Chicago area attended the parish library workshop sponsored by Cardinal Stritch. A similar one was held recently in Milwaukee where a zealous group talked over their respective problems. Per-

haps more of these informal workshops in scattered areas would be the answer.

Budgets vary according to the size of the parish and the number of families served, from \$25 to \$600 spent yearly. The source of these funds is just as diverse, from membership dues, fines, etc. to every conceivable type of project carried on by various parish societies. The fact that twenty-four libraries duplicate books ordinarily found in public libraries, seems a woeful waste in a parish situation where funds at best are never adequate. Perhaps these librarians, however, are thinking in terms of attracting users who would never venture into a public library; in that case, the expenditure is justified.

Building a collection of books through donations, almost exclusively, is false economy, to say the least. It is better to have a small collection of carefully selected titles than well-filled shelves of parishioners' "cast-offs". A librarian needs to be wary of any proffered gifts; nor should she accept donations with strings attached that might hinder her from discarding freely when these "treasures" are left at the library door. A collection of this kind may account for the high per cent of adolescent clientele in libraries established to serve adults. Seventeen of the respondents to the questionnaire admitted that donations exceeded 25% of their collection, eight had them as high as 50%. Self-examination on this point alone may reveal reasons for lack of success. It is not a case of a parish library being a *must* at any price. If it cannot attain minimum standards of some kind it has no reason for being.

Fourteen libraries receive no magazines whatsoever, while fifteen are regular subscribers to, from two to eleven titles. Since periodicals furnish almost the sole source of reading for so many adults today, surely supplying Catholic views on current issues to these parishioners is an important parish service. Moreover, offering an opportunity to browse through this ephemeral material after a Sunday Mass may be the means of attracting interest in the book collection because of its easy accessibility. Fortunately, practically all librarians rely on some periodical or newspaper for their book selection.

(To be concluded in the next issue.)



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Book Talk for the Professional

Sister M. Claudia, I.H.M.

NOTES IN BRIEF

Although by this time of year librarians have already inducted students into the use of library resources, most of us are still striving to develop in them the proper academic spirit of inquiry. For a fresh approach, we recommend "How to Get Information," in the August, 1954, *Monthly Letter* of the Royal Bank of Canada (available from the Head Office, Montreal). The editor of this stimulating release knows his books and also knows how to make his point.

The *Faculty Library Handbook* of Duquesne University (Pittsburgh 19) is a good example of what can be done toward encouraging faculty-library cooperation. The handbook covers (in addition to general information) ordering, interlibrary loans, class reserves, promotion of student use of the library, and circulation. A helpful floor plan indicating location of various tools and

files is included, as well as a copy of the student library manual which is tucked into a pocket in the back of the manual.

Selectors and committees for the annual Catholic and Protestant Lenten Reading Lists have been named by the Religious Publishers Group. Dr. George N. Shuster, president of Hunter College, will select the Catholic titles, and the Catholic committee will be headed by John J. Delaney of Doubleday, assisted by John Peters of P. J. Kenedy and Zita de Schauensee of McKay. The Catholic list is scheduled for publication on December 15 and will contain twenty-six titles published between January 1, 1954 and February 1, 1955.

The Newman Press is rendering a great service to scholarship in this country by reprinting basic titles which have been difficult or next to impossible to obtain. *The Life and Times of John Carroll, Archbishop of Baltimore (1735-1815)*, by Msgr. Peter Guilday, (originally published in 1922 and long recognized as a work based on careful, scholarly research), is now available for libraries which have long had this item in their desiderata file. Another title now available in reprint which should be in every



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college and university library, is the *National Pastorals of the American Hierarchy, 1792-1919*, also edited by Msgr. Guilday.

Yale University Press published on November 17 a "poor man's folio," a photographic reproduction of the famous "First Folio" of Shakespeare (\$12.50). This is the first such facsimile to be published since 1910. Over 1000 pages (8½ x 11), it is only slightly reduced from the Huth copy at Yale. The book includes a historical introduction by Professor Charles T. Prouty.

The Library of Congress has published a manual describing the preparation of bibliographies and outlining specific rules of style to follow in compiling them. Written by Blanche Prichard McCrum and Helen Dudenbostel Jones, it is entitled *Bibliographical Procedures and Style: A Manual for Bibliographers in the Library of Congress*. It is available from the Superintendent of Documents, Government Printing Office, Washington 25, D.C. for 65 cents.

The Public Libraries Division of the American Library Association has just issued number 1 (September, 1954) of an official publication entitled *The PLD Reporter*. Authorized in 1952 by the PLD Board of

Directors and edited by S. Janice Kee and Dorothy K. Smith, it will be a means of answering promptly a type of question frequently received at the Division's Headquarters office, "What are public libraries doing about . . . ?" This first issue covers "Public Library Use of Paper-Bound Books." It is made up of materials collected from a variety of sources: an abridgment of a scholarly address, excerpts from a study of the paper-bound publishing industry, an abstract of a master's thesis, a summary of a survey that was conducted in 1950, and, what is probably of most practical interest, a report on how fifty-two libraries handle paperbacks.

The fourteenth (1954) edition of the *Educators Guide to Free Films* and the sixth (1954) annual issue of the *Educators Guide to Free Slidefilms* are now available from the Educators Progress Service, Randolph, Wisconsin. The "Source and Availability Index" in both volumes will be helpful for schools.

"Children and Parents Go to School," a description of preschool storyhours in the Newark Public Library by Clara J. Kircher, which appeared in the *Wilson Library Bulletin* for October, 1954, includes an out-

Select Books for Christmas

Church and State Through the Centuries

Compiled by S. Z. Ehler and J. B. Morrall.—Original documents covering the subject of Church and State from the time of Trajan to the Czechoslovak Law of 1949. Each document has a short introduction, explaining the circumstances that gave rise to it, its significance and consequences. The compilation brings out extraordinarily well the continuity of the Church's policy in every age. \$6.75

Rome and Russia—A Tragedy of Errors

By Sister Mary Just of Maryknoll.—An historic analysis in popular fashion of the relationship between the Holy See and Russia down through the ages. \$3.00

The Primacy of Peter

By Msgr. Charles Journet, trans. by John Chapin.—A brilliant study of the apostolic succession and a reply to Protestant theologian Oscar Cullmann's *Peter, Disciple, Apostle, Martyr*. \$2.75

The Meaning of Life and Marriage

By Baron Frederick von Gager, M.D., trans. by Meyrick Booth, Ph.D.—Sympathetic and penetrating discussions on the problems that beset modern man. The author offers frank, practical suggestions for overcoming the complex difficulties that we meet in life. \$3.25

The Failing Wine Mary Seat of Wisdom

By Father M. Oliver, O.C.S.O.—The author of *Fair At the Moon* now examines Mary's title, Seat of Wisdom. He probes its meaning and traces the path of knowledge and love which marked the mothering of God. \$2.50

Hail Mary

By Dom Eugene Vandeur, trans. by John H. Collins, S.J.—Commentary on the Hail Mary showing what a wealth of Catholic truths are embodied in some of the words and giving people a better appreciation of one of the greatest prayers of our Faith. \$2.50

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line of preschool programs and a bibliography of books and recordings.

Anyone using *A Critical History of Children's Literature*, by Cornelia Meigs and others (New York: Macmillan, 1953) should check the critical review by Earle F. Walbridge which appeared in the *Papers of the Bibliographical Society of America* (Second Quarter, 1954, p.199-208) and the "Second List of Errata" published in the Third Quarter, p. 263-67.

AKERS, Susan Grey. *Simple Library Cataloging*. 4th ed. Chicago: A.L.A., 1954. 250p. \$5.00. (54-8229.)

This edition, as were the preceding three, was written with the needs of the inexperienced librarian in mind although cataloguing instructors and those using the book as a catalogue code were also considered. Based on the 1949 edition of the *A.L.A. Cataloging Rules and the Rules for Descriptive Cataloging in the Library of Congress* (1949 edition with supplement for 1949-1951), the book embraces a number of changes which school librarians will wish to consider. The chapter on classification discusses some of the differences between the fourteenth and the fifteenth edition of Dewey, and an entirely new chapter on the cataloguing of audiovisual materials has been added.

Special features include an appendix of sample catalogue cards which cataloguers will appreciate (although the typing on one will not please a trained cataloguer's eye), and a three-page bibliography of "Aids in the cataloging of a small library." The latter would have been more helpful if it had included more information than author and title for the *Cutter-Sanborn Table*. This is an item that most librarians find difficult to locate in available references. The H. R. Hunting Company (Springfield 5, Mass.) has since January, 1946, handled the sales of the *Cutter Two-Figure* (\$2.50), the *Cutter Three-Figure* (4.00), and the *Cutter Sanborn Table* (\$4.00).

The book is attractively set up and the examples are excellent. It should serve as a good manual for classes in cataloguing for schools and small libraries.

BREWTON, John E., and Sarah W., comps. *Index to Children's Poetry: First Supplement*. New York: The H. W. Wilson Company, 1954. 405p. \$6.00. (42-20148).

The useful *Index to Poetry*, published in 1942 with a coverage of more than 15,000 poems, has now been supplemented to bring it up to date. This new volume includes more than 7,000 poems by approximately 1,300 different authors, classified under 1,250 different subject headings. The dictionary arrangement has been retained and provides ready reference to a poem by title, subject, author, or first line entry.

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A number of collections listed as reference volumes in the *Children's Catalog* and the *Standard Catalog for High School Libraries* has been included among the 66 volumes indexed.

This is a useful reference work which will be of interest to teachers in elementary and secondary schools and college groups working with children's literature.

PIUS X, SAINT. *All Things in Christ: Encyclicals and Selected Documents*; ed. by Vincent A. Yzermans. Westminster, Md.: The Newman Press, 1954. 275p. \$4.00. 54-7544.

The Reverend Vincent A. Yzermans, editor of the *St. Cloud Register*, has been putting his amazing energy to good use by giving us collections of papal documents in translation. *All Things in Christ* (1953), *The Unwearied Advocate: Public Addresses of Pope Pius XII, 1939-1952* (3v., 1954), and *The Popes Speak of Mary* (1954) have all appeared in rapid succession in preliminary lithographed editions (available at 25 Eighth Ave., South, St. Cloud, Minn.). *All Things in Christ* is the first of the three titles to appear in a trade edition which is a tremendous improvement over the preliminary edition.

The collection includes thirteen of the sixteen encyclical letters of St. Pius X and ten documents selected from the many that were issued during his pontificate. Each of the encyclicals is preceded by an introductory note giving the historical setting as well as an analysis of the contents. A brief introduction to the ten selected documents shows the relationship between these and the encyclicals which precede them in the volume.

Throughout the texts each paragraph has a marginal title in bold face type simplifying the location of specific subject matter within the document. A subject, title, and name index to the entire volume adds greatly to the value of the work. In preparing the translations, the original texts as found in the *Acta Sanctae Sedis* and the *Acta Apostolicae Sedis* were closely compared with the translations published in the *American Catholic Quarterly Review* and the *Catholic University Bulletin*. *Il fermo proposito*, here translated for the first time, was done by the Reverend Joseph La Manna. *Singulari quadam* and *Arduum sane munus* also appear in English for the first time and were apparently translated by the editor. The preliminary edition of this work included all sixteen of the encyclicals issued by Pius X. This edition, unfortunately, omits three of them. Even though these are not of general interest, their omission means that we still have no complete collection of the encyclicals of St. Pius X in English. A nine-page bibliography gives general collections and studies as well as a list of references for each document included in the collection. Reference librarians may rightly object to the omission of dates in the periodical references in this list.

The Newman Press is to be congratulated for issuing the book in a format so befitting the dignity of the words of a Vicar of Christ.

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SHORES, Louis. *Basic Reference Sources*; an introduction to materials and methods. Chicago, A.L.A., 1954. 378 pages. \$6.25. 53-7487.

The present dean of the library school at Florida State University has revised his well-known *Basic Reference Books* and again presents the content of a general reference course. Emphasis is on reference sources rather than on specific titles though the inclusion of these is liberal: three times as many as the original 172 of the first edition. The new edition also differs from the first in the allocation of considerable space to non-book materials.

Reference librarians and teachers of reference throughout the country contributed to the basic list but the author's own classroom experience modified to some extent the final selection. In addition to criticizing the entire book, Miss Helen Focke of Western University contributed the chapter on science reference materials.

In all, 147 types of reference sources including references in specific subject fields of librarianship, social sciences, etc. are listed, preceded by an introductory chapter on the practice of reference. Few books published after 1951 are included. Of special interest to librarians are the chapters on directories, "how-to-do-it" books, audio-visual materials of reference value, and the subject approach to librarianship. Students will find the description of the various reference functions and the indication of typical questions and current pressing problems helpful. The section on philosophy and

religion will add little to an informed Catholic's knowledge of Catholic references in the field.

—SISTER MARY WINIFRED, C.S.J., LIBRARIAN,
ST. JOSEPH'S COLLEGE FOR WOMEN,
BROOKLYN, NEW YORK.

WINCHELL, Constance, and JOHNSON, Olive. *Guide to Reference Books, 7th ed.; Supplement, 1950-52*. Chicago, A.L.A., 1954. 117p. \$3.25.

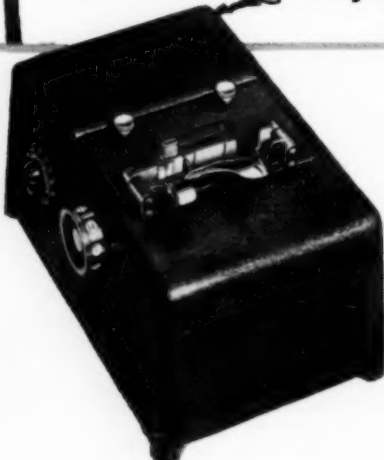
Miss Winchell, like Dr. Shores, needs no introduction to veteran librarians or library school students. These will welcome a general list comparable to what the compiler has been issuing for university librarians in a series of articles in *College and Research Libraries*. The list includes titles published in the early part of 1953 though the emphasis is on the preceding two years.

The comprehensive list of approximately 1,000 reference books selected on the basis of principles used in the original work includes new works, new editions of works previously listed, new parts of reference continuations, some books overlooked in the basic volumes, but not new volumes of established annuals. There are liberal cross references to the basic volume. The annotations will prove a boon to students, but the work as a whole is of primary use to reference librarians in their book selection and reference functions. Under religion approximately a page is given over to a list of Catholic references.

—SISTER MARY WINIFRED, C.S.J., LIBRARIAN,
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Ethna M. Sheehan

BISHOP, Claire H. *Martin de Porres, Hero*; illus. Jean Charlot. Houghton, 1954. \$2.50.

This is a most attractive book. The typography is excellent; the illustrations are vigorous. The content is worthy of the superior format. The story starts off realistically, with descriptions of the unfortunate home-life of half-caste Martin and his little sister. Martin loves those poorer than himself and often deprives his own family to give to those who have nothing at all. Now, and for the duration of his life, he is to be one of those foolish people who have learned heavenly wisdom. It is evident as one pursues the story, that Mrs. Bishop faced a dearth of details concerning Martin's life in the world, for she has to telescope such things as the children's life under their father's care, and Martin's apprenticeship to a doctor before entering the Convent of the Holy Rosary. However, the book leaves one with the feeling that one knows what life in Lima must have been in these early years of Spanish domination, when the extremes of wealth and poverty were so appalling. The picture would be black indeed if there were no Martin with his concepts of social justice, with his efforts to ameliorate the lot of the poor and the helpless—especially the children—and with his up-to-date ideas on care of the sick. And

with all this, Martin was a saint who was happiest when absorbed in thoughts of God. The life of this cheerful, lovable South American is perfect material for Brotherhood Week and for every week. (Ages 9-13) (This was a Catholic Children's Book Club selection for September). E.S.

BLACKBURN, Edith H. *The Bells of Carmel. Aladdin* (American Heritage series), 1954. \$1.75.

From their first meeting, the young Indian from the mountain and Father Serra, the missionary from Spain, are attracted toward one another. Aptos and his dog remain with Father Serra, and the youth proves a valuable friend even while he is learning much from the gentle Friars of Carmel. He journeys to Mexico with Serra, and finally he returns to his own mountain home with a deep understanding of other ways of life than his own. This is easy, fast reading that will vitalize an important phase of our Catholic history for boys and girls 9-12. E.S.

BROWN, Margaret Wise and Gergely, Tibor. *The Wheel on the Chimney*. Lippincott, 1954. \$3.00.

This posthumous story shows lack of finish, and yet the brief sentences describing the life-cycle of the storks that migrate to and from Hungary have a delicate charm and a depth of imagination.

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BUFF, Mary and Conrad. *Hurry, Skurry and Flurry*; illus. by authors. Jr.Lit. Guild—Viking. \$2.75.

The round of the seasons as it affects a family of squirrels—. First the little ones stay close to their mother, later they fare forth, forget their mother, become separated (one is killed) and finally we see Hurry starting life with his mate, Silver.

The poetic writing is delicately lovely; there is no hint of sentimentality in the story of the inevitability of nature's maintenance of balance. The drawings in soft brown and white are sensitive and true to nature. For ages 5-8. (This is a Jr.Lit.Guild selection for December.) E.S.

BULLA, Clyde R. *Squanto: Friend of the White Men*. Crowell, 1954. \$2.50.

Long before the Pilgrims came to the New World, the Indian youth Squanto voyaged to England. Homesickness drove him homeward, but before he had a chance to find his family he was enslaved and brought back to Europe. He found himself in Spain and threw himself upon the mercy of some friars who cared for him with true charity. Much later he realized his dream

of taking ship to the New World again, but to his bitter grief, all his people were dead of a pestilence, and Squanto was a man without a tribe. Perhaps this was one reason he welcomed the Pilgrims so eagerly at Plymouth settlement, and helped them through their early trials. This story is written with a very simple vocabulary; the illustrations by Peter Burchard have strong, firm lines. The book will bring the period to life for children 7-9. E.S.

GEISEL, T. S. (Dr. Seuss). *Horton Hears A Who*, Jr.Lit.Guild—Random House, \$2.50.

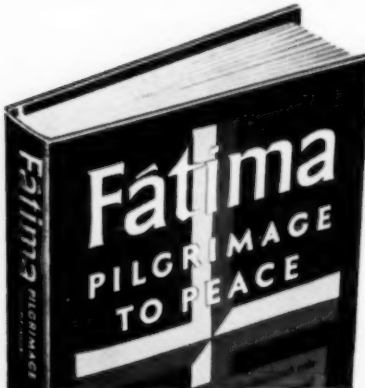
Our helpful friend Horton the elephant has a terrible time convincing the scoffing interfering jungle animals that an entire community of small people live on a particular speck of dust. The animals cannot hear any of the loud shouts Horton is imploring the Whos to make—that is, they cannot hear until it is discovered that one uncooperative young Who is not doing his part. When the individualist is converted the shout is heard, and the jungle people are ready to vie with Horton in being helpful. This jolly nonsense, with Dr. Seuss's usually expressive and splashy illustrations will please tough youngsters 4-8. (This is a Jr.Lit.Guild selection for December.) E.S.

GODDEN, Rumer. *Impunity Jane*; illus. Adrienne Adams. Viking, 1954, \$2.50.

A doll story that's different. Impunity Jane (You can drop her with impunity) is a pocket doll. She has lived for over fifty years with a succession of dull little girls. Now, as a result of very hard wishing on her part, Gideon steals her, and she begins to have some remarkable adventures as the gang mascot. Ultimately—with Jane's silent help—Gideon's conscience catches up with him. But there is a grand turning of tables, and Jane continues as Gideon's mascot. For the Discriminating girl and boy 7-9. E.S.

GRAHAM, Janette S. *Challenge of the Coulee*. Longmans, 1954. \$2.75.

Because of his brother's foot injury Syd Clayton is obliged to help out on their Washington State ranch instead of pursuing an engineering career via the Navy. Financial difficulties harass the youths on their irrigation-hungry land. Syd tries out some engineering projects on the ranch; he gets a part-time job in town. He is very human. His feelings are not consistently noble; he does not always have striking success in his undertakings. The boy is terribly upset when the Clayton ranch-hand disappears and suspicion seems to fall on himself. It is Syd, however, who locates Pete and thus solves a problem for the FBI. All in all, this is a readable, unglamorized story of farming in the Far West, and has a good deal about human nature as well as a satisfying touch of near-romance—and a little real romance too. E.S.



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MERRELL, Leigh. *Tenoch*. Nelson. \$2.50.

For the unspeakable crime of throwing a rock at the Viceroy of New Spain, the Spanish-Indian youth Tenoch was sentenced to sail with the hated Spaniards on an exploration trip up the California coast in the year 1542. What was supposed to be a punishment turned out to be the most wonderful experience in Tenoch's life. Not only did he enjoy the voyage, but he became united with his long-lost Spanish father. He found it hard to remember his hatred for the conquerors, and he found himself blessing the day he threw that rock.

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SMITH, Dorothy Hall. *The Tall Book of Christmas*; illus. by Gertrude E. Espenscheid. Harper, 1954. \$1.00.

This attractive, easy-to-handle, Christmas book is delightful. It opens in a truly reverent Christmas spirit with the telling of the Christmas story, according to Saints Luke and Matthew (King James version) and ends in a festive note with Clement Moore's *The Night Before Christmas*. In between are poems, carols, notes on customs and celebration, and a couple of stories just right for reading or telling. There are seasonal illustrations sans sentimentality. Really a good little book to give to a child 5-8.

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THE CATHOLIC CHILD'S *First Dictionary*, by Elizabeth Clemons, Edited by Rt. Rev. Mons. J. G. Cox and Rev. L. W. Forrey. Winston, 1954. \$1.00.

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TNEOCH by Leigh Merrell. Nelson. \$2.50.

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PITA by Lucille Mulcahy. Coward. \$2.75.

Knowledge Builders:

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(Geisel) Random House

Easy Reading

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Mary and Conrad Buff. Viking.

Intermediate Group

THE TOUGH WINTER, by Robert Lawson.
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